

Welcome! As you join....

- ✓ Adjust your name to include first name, last name, and school with division indicated (ES, MS, HS) – ex. Nimisha Thakore (Maywood MS)
- ✓ Make sure your video is ON and mic is OFF
- ✓ Share your response to the following questions in the chat:



What has been the outcome of the immediate next steps you identified in our last session to address trends revealed by the assignment audit?

OPPORTUNITY

OF A LIFETIME



NT

Strong Instruction

CSI Cohort Session 5

- YOU WILL NEED:**
1. Notecatcher
 2. Workbook
 3. Pre-work (linked in notecatcher)

March 23, 2022

Housekeeping

- ✓ Recording and session materials will be available on the NDE website
- ✓ Please make sure your school is indicated in your Zoom username



Today, we will...



internalize the critical role of strong instruction in advancing equity for all students



practice observing instruction for culturally responsive and grade-level practices using a transferable tool



generate an action plan to collect video clips for a priority course to audit for instructional practices

Community Agreements

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Stay Engaged

Speak Your Truth

Expect and Accept Non-Closure

Step Up & Step Back

Possess Growth Mindset

Agenda

NT

20 **Opening**

30 Observation Tools

5 BREAK

40 Observation Practice

15 Application for Our Schools

10 Closing

KEY POINT:

Even in classrooms where students had grade-appropriate assignments, often students missed out on strong instruction - particularly opportunities to “do the thinking” in their lessons.

In our sample, students who started the year performing substantially below average made:

7.3
months

more months of
academic progress
when they had access
to **BETTER ASSIGNMENTS.**

6.1
months

more months of
academic progress
when they had access
to **STRONGER INSTRUCTION.**

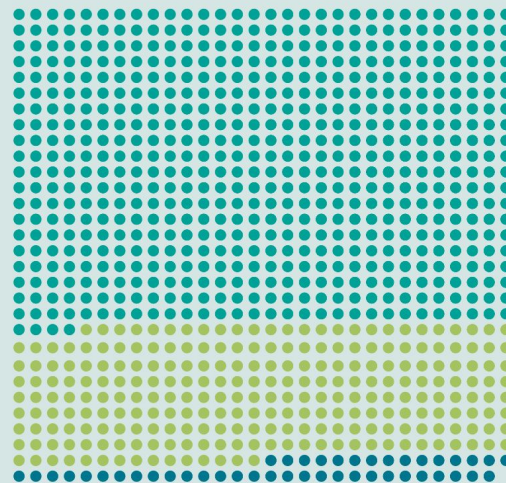
0.9
months

more months of
academic progress
when they
reported being
MORE ENGAGED IN CLASS.

7.9
months

more months of
academic progress
when their teachers
had **HIGHER EXPECTATIONS.**

SOURCE: Value-added models



Of the nearly 900
core lessons...

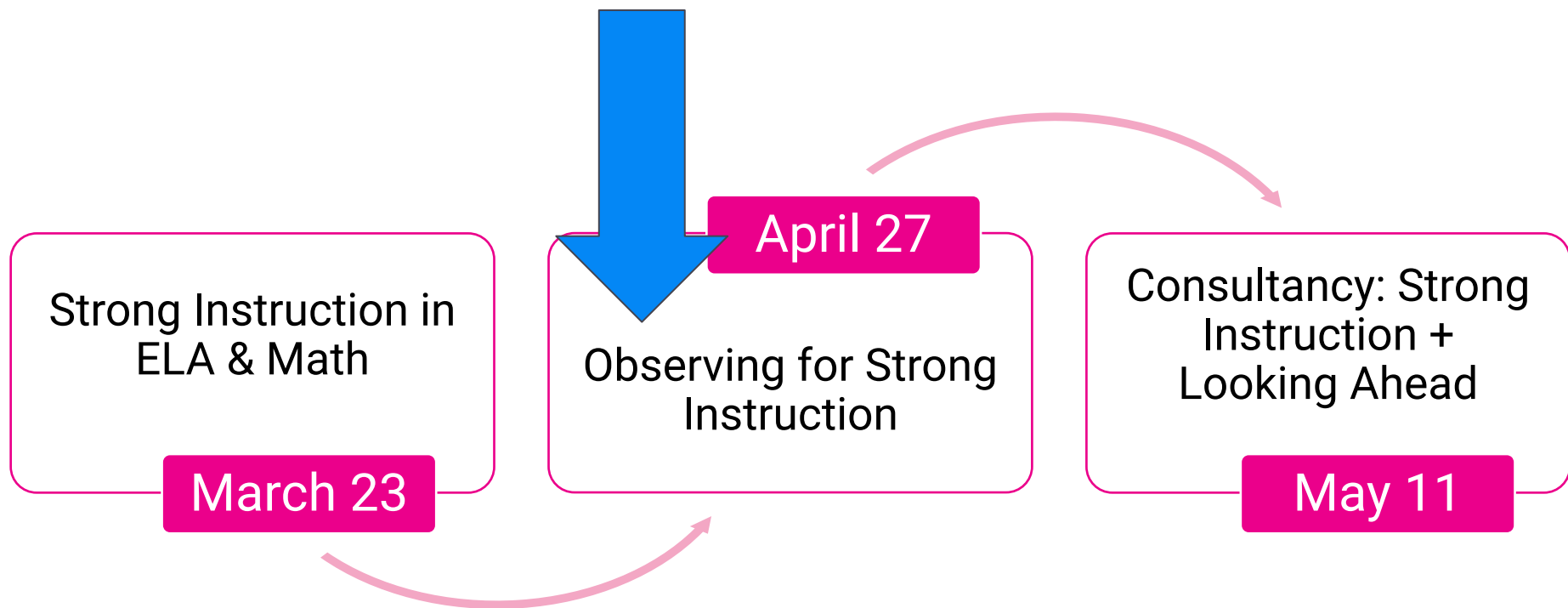
only 295 had
grade-level content...

and only 74 had grade-level
content *and* asked students
to do the thinking.

SOURCE: Observations

Looking ahead...

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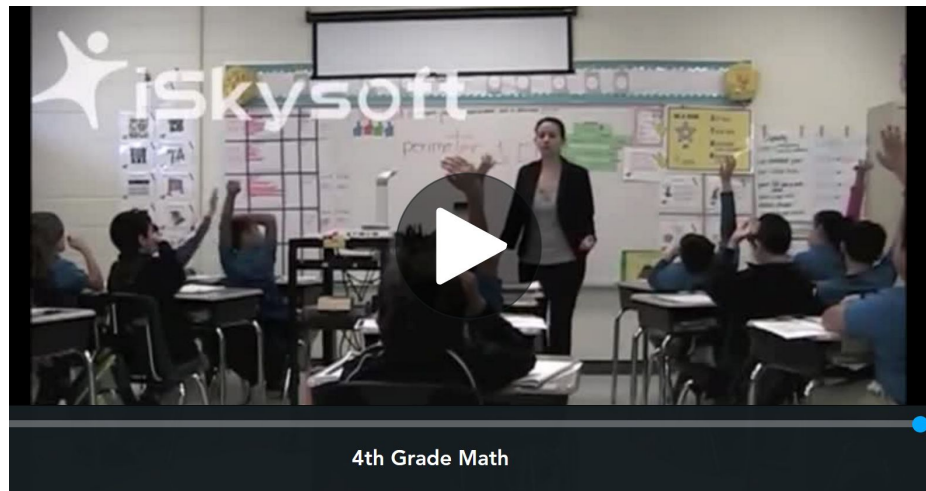
Let's try an exercise...

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12th Grade ELA



4th Grade Math





Would you define the lesson you observed as “strong instruction”? Why or why not? What metrics did you consider?

Discuss in breakout groups.

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Orienting to the observation tools

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- Adapted from TNTP's ELA and Math instructional walkthrough tools
- Articulates a vision for skillful literacy and mathematics teaching and learning
- Grounded in research about how students best learn to make sense of what they read or to become mathematical thinkers

ELA Observation Tool

This ELA Observation Tool is adapted from TNTP's ELA Instructional Walkthrough Tool. It articulates the vision for skillful literacy teaching and learning, grounded in research about how students best learn to make sense of what they read. Purposes include: 1) preparing lessons; 2) reflecting on instructional practices; 3) developing professional learning on standards-aligned practice; and 4) providing feedback on classroom practice.

A. CULTURE OF LEARNING	B. CONTENT	C. PRACTICES	D. STUDENT OWNERSHIP
Are all students engaged in the work from start to finish?	Is the lesson focused on a high-quality <i>text(s)</i> ?	Does the lesson employ <i>questions</i> and <i>tasks</i> that integrate standards and build students' comprehension of the <i>text(s)</i> and its meaning?	Are all students responsible for doing the thinking in this classroom?

A. CULTURE OF LEARNING: Are all students engaged in the work from start to finish?

	Not Yet	Somewhat	Mostly	Yes
A1. Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.				
A2. Students follow behavioral expectations and directions.				
A3. Students execute transitions, routines, and procedures in an orderly and efficient manner.				
A4. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.				
A5. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.				

A. CULTURE OF LEARNING RATING:
Overall, are all students engaged in the work from start to finish?

Not Yet	Somewhat	Mostly	Yes

Math Observation Tool

This Math Observation Tool is adapted from TNTP's Math Instructional Walkthrough Tool. It articulates the vision for skillful mathematics teaching and learning, grounded in research about how students best learn to become mathematical thinkers. Purposes include: 1) preparing lessons; 2) reflecting on instructional practices; 3) developing professional learning on standards-aligned practice; and 4) providing feedback on classroom practice.

A. CULTURE OF LEARNING	B. CONTENT	C. PRACTICES	D. STUDENT OWNERSHIP
Are all students engaged in the work from start to finish?	Does the lesson reach the depth of grade-level standards in terms of <i>focus</i> , <i>coherence</i> , and <i>rigor</i> ?	Does the lesson employ instructional practices that allow all students to learn the content of the lesson?	Do students exhibit key <i>mathematical practices</i> while engaging with the content of the lesson?

A. CULTURE OF LEARNING: Are all students engaged in the work from start to finish?

	Not Yet	Somewhat	Mostly	Yes
A1. Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.				
A2. Students follow behavioral expectations and directions.				
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A5. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.				

A. CULTURE OF LEARNING RATING:
Overall, are all students engaged in the work from start to finish?

Not Yet	Somewhat	Mostly	Yes

What these tools are and are not...



These tools **ARE** a helpful guide for...

- ✓ Planning lessons
- ✓ Reflecting or giving feedback on instructional practices
- ✓ Developing professional learning on standards-aligned practices



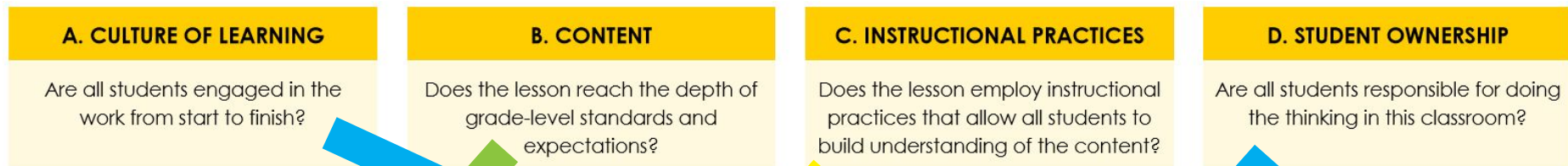
These tools **ARE NOT** intended to...

- ✗ Formally evaluate teachers
- ✗ Provide comprehensive feedback on teaching & learning
- ✗ Replace any existing observation or coaching tools

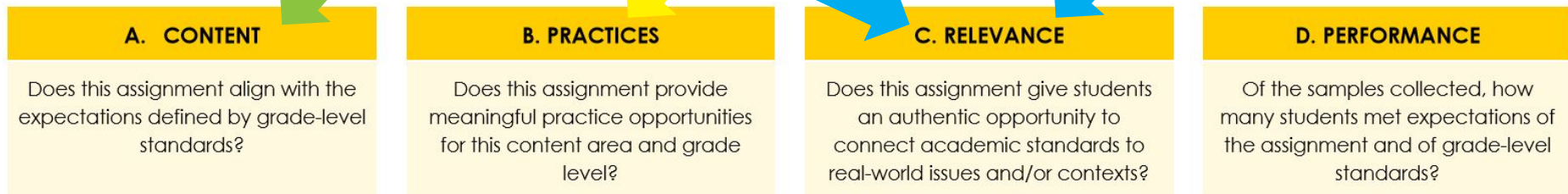
Alignment to assignment review protocols

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Observation Tools



Assignment Review Protocols



Culturally responsive teaching

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DIMENSIONS OF EQUITY

As equity-focused educators, it is important to distinguish between three key areas in education: *multicultural education*, *social justice education*, and *culturally responsive teaching*. Too often the terms are used interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. A key point to remember, only CRT is focused on the cognitive development of under-served students while multicultural and social justice education each have a supporting role in culturally responsive teaching.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE PEDAGOGY
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color

Culturally responsive teaching helps students reach deeper levels of understanding. **These observation tools prioritize culturally responsive teaching by centering student engagement & ownership over their learning.**

"...one way that the achievement gap manifests itself is by creating dependent learners who find it hard to do critical thinking or independent learning."

–Zaretta Hammond

ELA Stay in this room.

ELA Observation Tool

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A. CULTURE OF LEARNING	B. CONTENT	C. PRACTICES	D. STUDENT OWNERSHIP
Are all students engaged in the work from start to finish?	Is the lesson focused on a high-quality text(s)?	Does the lesson employ questions and tasks that integrate standards and build students' comprehension of the text(s) and its meaning?	Are all students responsible for doing the thinking in this classroom?

A. CULTURE OF LEARNING: Are all students engaged in the work from start to finish?				
A1. Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.	Not Yet	Somewhat	Mostly	Yes
A2. Students follow behavioral expectations and directions.	Not Yet	Somewhat	Mostly	Yes
A3. Students execute transitions, routines, and procedures in an orderly and efficient manner.	Not Yet	Somewhat	Mostly	Yes
A4. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.	Not Yet	Somewhat	Mostly	Yes
A5. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.	Not Yet	Somewhat	Mostly	Yes

A. CULTURE OF LEARNING RATING: Overall, are all students engaged in the work from start to finish?			
Not Yet	Somewhat	Mostly	Yes

Math Join the breakout.

Math Observation Tool

This Math Observation Tool is adapted from TNTP's Math Instructional Walkthrough Tool. It articulates the vision for skillful mathematics teaching and learning, grounded in research about how students best learn to become mathematical thinkers. Purposes include: 1) preparing lessons; 2) reflecting on instructional practices; 3) developing professional learning on standards-aligned practice; and 4) providing feedback on classroom practice.

A. CULTURE OF LEARNING	B. CONTENT	C. PRACTICES	D. STUDENT OWNERSHIP
Are all students engaged in the work from start to finish?	Does the lesson reach the depth of grade-level standards in terms of focus, coherence, and rigor?	Does the lesson employ instructional practices that allow all students to learn the content of the lesson?	Do students exhibit key mathematical practices while engaging with the content of the lesson?

A. CULTURE OF LEARNING: Are all students engaged in the work from start to finish?				
A1. Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.	Not Yet	Somewhat	Mostly	Yes
A2. Students follow behavioral expectations and directions.	Not Yet	Somewhat	Mostly	Yes
A3. Students execute transitions, routines, and procedures in an orderly and efficient manner.	Not Yet	Somewhat	Mostly	Yes
A4. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.	Not Yet	Somewhat	Mostly	Yes
A5. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.	Not Yet	Somewhat	Mostly	Yes

A. CULTURE OF LEARNING RATING: Overall, are all students engaged in the work from start to finish?			
Not Yet	Somewhat	Mostly	Yes

You will need...

NT

ELA



Notecatcher



ELA Observation Tool

A. CULTURE OF LEARNING RATING:

Overall, are all students engaged in the work from start to finish?

Not Yet <50% of students	Somewhat 50-74% of students	Mostly 75-89% of students	Yes 90-100% of students
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Review the indicators for **Culture of Learning**.
How would you rate the 12th grade ELA lesson you
observed? Why?

A. CULTURE OF LEARNING: Are all students engaged in the work from start to finish?

A1. Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
A2. Students follow behavioral expectations and directions.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
A3. Students execute transitions, routines, and procedures in an orderly and efficient manner.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
A4. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
A5. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>

A. CULTURE OF LEARNING RATING:

Overall, are all students engaged in the work from start to finish?

Not Yet <i><50% of students</i>	Somewhat <i>50-74% of students</i>	Mostly <i>75-89% of students</i>	Yes <i>90-100% of students</i>
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B. CONTENT RATING:

Overall, is the lesson focused on a high-quality text(s)?

Not Yet

Yes



Review the indicators for **Content**.
How would you rate the 12th grade ELA lesson you
observed? Why?

B. CONTENT: Is the lesson focused on a high-quality text(s)?

B1. Students spend the majority of the lesson listening to, reading, writing, and/or speaking about text(s).

Not Yet

Yes

B2. The text(s) are at or above the complexity level expected for the grade and time in the school year.

Not Yet

Yes

B3. The text(s) are worthy of student time & attention. They exhibit exceptional craft, thought and/or provide meaningful knowledge. Where appropriate, texts are richly illustrated.

Not Yet

Yes

B. CONTENT RATING:

Overall, is the lesson focused on a high-quality text(s)?

Not Yet

Yes

C. PRACTICES RATING:

Overall, does the lesson employ questions and tasks that integrate standards and build students' comprehension of the text(s) and its meaning?

Not Yet

<50% of the time

Somewhat

50-74% of the time

Mostly

75-89% of the time

Yes

90-100% of the time



Review the indicators for **Practices**.
How would you rate the 12th grade ELA lesson you observed? Why?

C. PRACTICES: Does the lesson employ questions and tasks (both oral and written) that integrate standards and build students' comprehension of the text(s) and its meaning?

C1. Questions/tasks integrate grade-level reading, writing, speaking and listening, and/or language standards in service of deep understanding of the text(s) and/or topics under consideration.	Not Yet	Somewhat	Mostly	Yes
C2. Questions/tasks address the specific text(s) at hand by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands to build understanding.	Not Yet	Somewhat	Mostly	Yes
C3. Questions/tasks require students to use details from the text to demonstrate understanding and/or support their ideas about the text.	Not Yet	Somewhat	Mostly	Yes
C4. Questions/tasks attend to words, phrases, and sentences within the text that matter most to build students' vocabulary and deepen understanding of the text.	Not Yet	Somewhat	Mostly	Yes
C5. Questions/tasks are sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration.	Not Yet	Somewhat	Mostly	Yes

C. PRACTICES RATING:

Overall, does the lesson employ questions and tasks that integrate standards and build students' comprehension of the text(s) and its meaning?

Not Yet <50% of the time	Somewhat 50-74% of the time	Mostly 75-89% of the time	Yes 90-100% of the time
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D. STUDENT OWNERSHIP RATING:

Overall, are all students responsible for doing the thinking in this classroom?

Not Yet <50% of students	Somewhat 50-74% of students	Mostly 75-89% of students	Yes 90-100% of students
-----------------------------	--------------------------------	------------------------------	----------------------------



Review the indicators for **Student Ownership**.
How would you rate the 12th grade ELA lesson you
observed? Why?

D. STUDENT OWNERSHIP: Are all students responsible for doing the thinking in this classroom?

D1. Students do the majority of the work of the lesson: speaking/listening, reading, and/or writing.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
D2. Students reason and make meaning of texts to persevere through difficulty. When teachers provide support, students still own the complex thinking.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
D3. Students talk and ask questions about each other's thinking in order to improve their understanding about the text or topic.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
D4. Students provide text evidence to support their ideas and use topic or text-specific language in their oral and/or written responses.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>

D. STUDENT OWNERSHIP RATING:

Overall, are all students responsible for doing the thinking in this classroom?

Not Yet <i><50% of students</i>	Somewhat <i>50-74% of students</i>	Mostly <i>75-89% of students</i>	Yes <i>90-100% of students</i>
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How did the observation tool change your evaluation of the lesson you observed, if at all?

How do these tools compare to observation tools you currently use to coach teachers?

Please return by 10:57 am

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Agenda

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20 Opening

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5 BREAK

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10 Closing



Evaluate ONE video as a group: 3rd Grade ELA or 6th Grade Math.

Respond in tab 7. *Observation Practice* of our [CSI Cohort Workbook](#).

1. In your small group, identify a **timekeeper** and **notetaker**.
2. Independently watch the selected video. *(15 minutes)*
3. Work through the observation tool as a small group to assign ratings for each indicator and domain. *(10-15 minutes)*
4. Based on your ratings, discuss what feedback you would give this teacher. *(5-10 minutes)*



How did the observation tool help you identify action steps for the teacher?

What was challenging about this process?

What was eye-opening about this process?

Agenda

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5 BREAK

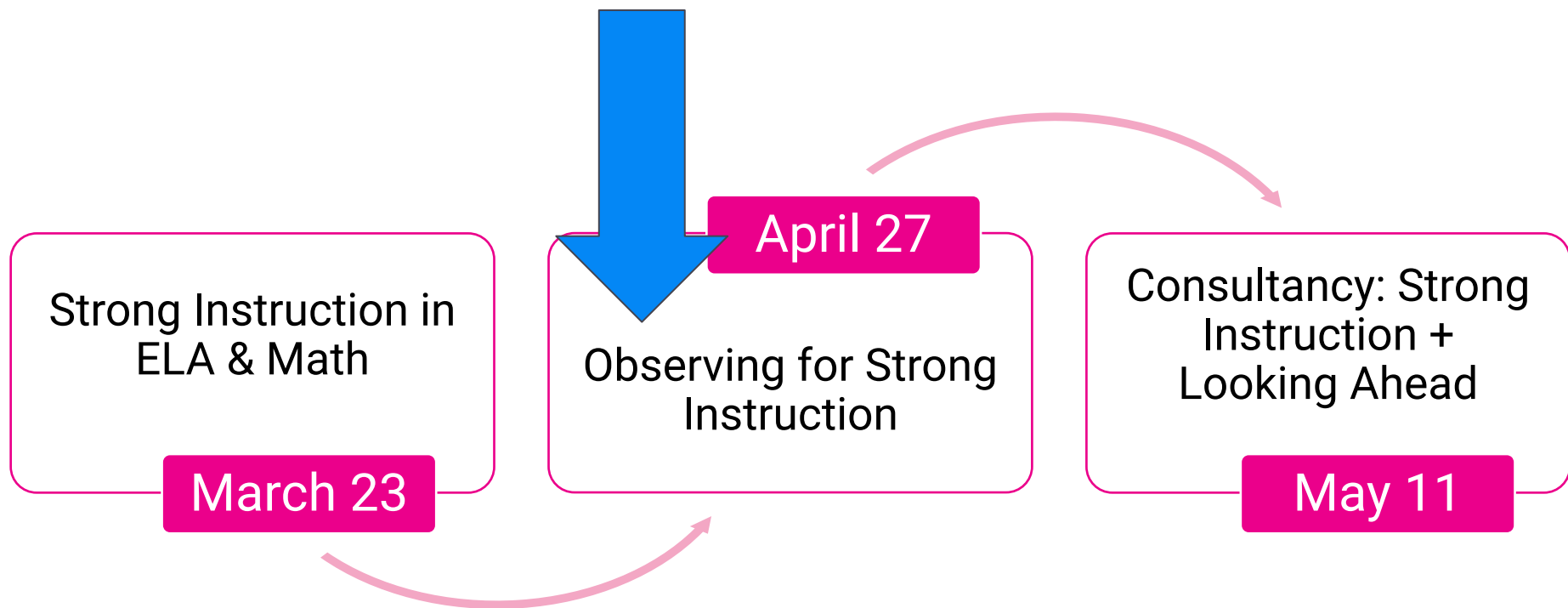
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Looking ahead...

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Video clips should be:

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- ✓ Maximum 10 minutes (if you record longer, trim the video down to 10-minute selection)
- ✓ For a priority course/grade named in your school improvement goals
- ✓ Ideally for the same course for which you collected assignments
- ✓ Focused on BOTH the teacher and students (you should be able to ascertain % of students engaged)



Action planning (15 minutes)

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Step 1: Craft communication

Consider framing that:

- Creates a feeling of safety.
- States what you need, why you need it, and when you need it by.
- Uses positive framing.

Step 2: Make your plan

- Which content area will I collect video for? (*Consider priority courses & goals*)
- How will I communicate to the teachers of those content areas? (*Email? In person?*)
- When will I observe and record? (*Week of X? During observations week of Y?*) Set a deadline with flex.
- Will I need help from anyone else to meet my deadline? (*Other coaches? IT department?*)



Craft key points for communicating to teachers and draft an action plan to record observations.

Respond in tab 8. *Video Collection* of our [CSI Cohort Workbook](#).

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Before we close out, take 5 minutes to complete the session survey:

<https://bit.ly/csicohort>

We appreciate your feedback to help us continuously improve!



Reflect: What's sticking with you as you leave today's community of practice?

Share your responses in the chat or come off mute!



Prework for April 27:

- 1) Record at least one video clip of instruction in a priority grade/course for our strong instruction audit.
- 2) Upload video clips to your school's folder here: [Video Submissions](#)

Thank you